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ABSTRACT

Information on all facets of the 2-day 1981 American Indian Community Education Conference held in Bismarck, North Dakota, is presented. The document contains promotional materials developed for disseminating information about the Regional Conference; the conference rationale and design; lists of consortium center directors, support personnel, preregistrations received, and conference registrants; an agenda; the evaluation instrument and results; and an outline of conference costs. Minutes of meetings of the Task Group on American Indian Community Educational Development and a prospectus on formation of the Dakota Indian Community Education Consortium, presented to the Task Group, are included. Also contained are summaries of presentations made at the conference. Presentation topics include the following: understanding the political influences on education; off-reservation vocational training and the American Indian family; minimizing costs and maximizing results in American Indian education through the community education process; community education and the American Indian in New Mexico; a Montana model (experiences of 11 Indian students who went to Norway and Sweden and began a new exchange program); the community college link; and Nebraska Title VII activities. (CM)

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## FINAL REPORT

## AMERICAN INDIAN REGIONAL COMMUNITY EDUCATION DEVELOPMENT

This project funded by a
grant from the
Charles Stewart Mott Foundation
Flint, Michigan

## Vermillion, So. Dak.

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FINAL REPORT

# AMERICAN INDIAN REGIONAL COMMUNITY EDUCATION DEVELOPMENT

This project funded by a

grant from the

Charles Stewart Mott Foundation

Flint, Michigan

Prepared by

The
Community Education Development Center
School of Education
University of South Dakota
Vermillion, SD 57069

By

Dr. H. Elizabeth Morten, Center Director

Assisted by

Jolinda Gray

July 1981

## DEDICATION

This report is dedicated to those American Indian people who are working to improve educational opportunities for their people and improving the quality of life in their communities through the process of Community Education.

# INTRODUCTION

During the 1980-81 academic year, the Community Education Development Center at the University of South Dakota has continued facilitating Community Education development among the American Indians in the five states Northern Plains Region. This has been basically a continuation of activities initiated during the previous year. Activities this year included identifying American Indian graduate students for fellowships in Community Education at the University of South Dakota; organizing, publicizing and directing a regional workshop held in Bismarck; and organizing and facilitating three meetings of the Task Group for Regional American Indian Community Education development.

This report contains promotional materials, conference information, including programming, evaluation, and costs, as well as the reports from the Task Group meetings. Contained also are exerpts from presentations made at the two-day conference in Bismarck.

## RATIONALE

Most American Indians residing on and off the reservations in the Rural Northern Plains live at or below a subsistence level. Poverty, under and unemployment, alcoholism, low self-esteem, a very low level of educational attainment, poor planning and management skills, and great distances to travel for most goods and services create many unique problems. Community Education development in reservation communities offers resolutions to some of these problems American Indians are experiencing in Minnesota, Montana, Nebraska, North Dakota, and South Dakota.

Having worked with American Indian reservation communities in developing Community Education projects, the staff of the Community Education Development Center at the University of South Dakota saw the need for bringing the concept to other reservation communities in the region.

The interpretation of the concept and the models that emerge in reservation communities are unique in the largest sense. Because of long-standing inbred antagonism to the public school, a school-based model is not necessarily the preferred modus operandi for reservation communities. Another factor which contributed to difficulty in development of Community Education is the power structure found in the American Indian community. The presence of the federal bureaucracy as well as tribal government make the implementation process different from what is found in the traditional white community. However, American Indians in many locations have recognized the benefits to be derived from implementing Community Education. At present, there are a number of exemplary projects in several states that are examples of how Community Education can be carried out in unique settings to meet a variety of expectations.

Therefore, the rationale for the grant of which the conference was a part was to build awareness of the Community Education concept among American Indians residing on reservations in the Northern Plains and to assist them in the development of their own models, unique to each situation.

Members of any community, wherever it is located and whatever the make up of the population, need to develop ownership in their personal and group development. Therefore the rationale behind the conduct of the conference, described in the following pages, was "show them the way and then get out of the way."

## CONSORTIUM CENTER DIRECTORS

*Dr. H. Morten, Director, Community Education Development Center, University of South Dakota, Vermillion, South Dakota.

*Dr. C. Milburn, Assistant Director, Community Education Development Center, University of South Dakota, Vermillion, South Dakota.

Dr. Loren Bonneau, Director, Community Education Center, University of Nebraska, Lincoln, Nebraska.

*Dr. Bill Woods, Director, Community Education Center, North Dakota State University, Fargo, North Dakota.

Dr. Tom Fish, Director, Community Education Center, College of St. Thomas, St. Paul, Minnesota.

Dr. Gloria Gregg, Director, Community Education Center, Montana State University, Bozeman, Montana.

*Ms. Beth D'Atri, Associate Director, Community Education Center, Montana State University, Bozeman, Montana.

The above named Community Education Center personnel were most helpful in disseminating promotional materials and generating interest in American Indian Community Education development. In any major undertaking the value of help received from many people cannot be measured. A debt of gratitude is owed all who helped in any way. Many thanks!

*Attended the Bismarck Conference.

## SUPPORT PERSONNEL

For any major effort there are a number of persons who assist in many ways. These people serve on the sidelines, out of the limelight. They are most important to the success of the effort. Listed below are the names of some of those who contributed time and energies to the Conference. Their help was sincerely appreciated.

Dr. Jack Sumner, Associate Professor, Adult and Higher Education, University of South Dakota.

Dr. Rachel Moses, Assistant Professor, Specialized and Administrative Studies, University of South Dakota.

Cherie Farlee, Graduate Student, University of South Dakota.

Don Dion, Graduate Student, University of South Dakota.

Special thanks is due to Jolinda Gray, secretary to the Community Education Development Center, the University of South Dakota, who spent long hours preparing conference materials, making arrangements, handling registrations, processing vouchers, and a multitude of other tasks. Her personal interest in making the Conference a success through careful attention to details cannot be measured. All involved in planning the Conference owe her a most grateful thank you!

## CONFERENCE DESIGN

In the activities for the previous year the planned two-day regional conference was cancelled because of lack of sufficient pre-registrations to warrant the conference being held. In planning for the 1981 conference, Center personnel carefully researched reasons for this seeming lack of interest. As a result of these sessions, several changes were made in the 1981 plan. The location was changed to Bismarck with the idea that this location might be more accessible for a larger percentage of American Indian people. Brochures were disseminated earlier in the year than previously. Consultants were contacted earlier so they had more opportunity to notify their constituents. Announcements of the conference were made early in the year and in many newsletters and media sources.

In the conduct of workshops in the region in 1979-80, an extensive mailing list had been developed. This gave Center personnel better coverage for mailings than had been possible before.

For whatever reason (perhaps several), the conference this year received registrations of sufficient number to warrant holding it as planned.

It was an exciting two days since conference presenters and participants came from great distances to dialogue about Community Education on reservations and the potential it has for these communities.

The following pages contain information about all facets of the conference.

## PROMOTIONAL MATERIALS

The following section contains materials that were developed for disseminating information about the Regional Conference. Also included are registration confirmation letters as well as a tentative agenda which was mailed to resource persons for their corrections or approval.

# REGIONAL CONFERENCE



For
## AMERICAN INDIAN COMMUNITY EDUCATION

**APRIL 30, MAY 1, 1981**
**KIRKWOOD MOTOR INN**
**BISMARCK, NORTH DAKOTA**

sponsored
by
THE CHARLES STEWART MOTT FOUNDATION
and
THE COMMUNITY EDUCATION
DEVELOPMENT CENTER
THE UNIVERSITY OF SOUTH DAKOTA

Dr. H. Morten, Director
Community Education Development Center
School of Education, Room 213
University of South Dakota
Vermillion, SD 57069

# YOU ARE INVITED

**TO ATTEND THE FIVE STATES REGIONAL CONFERENCE FOR AMERICAN INDIAN COMMUNITY EDUCATION.**

**April 30 - May 1, 1981**
**at the**
**Kirkwood Motor Inn**
**Bismarck, North Dakota**

The five-state region includes Montana, Minnesota, Nebraska, North Dakota, and South Dakota.

Expenses up to $100.00 will be paid for by a grant from the Charles Stewart Mott Foundation.

A block of rooms will be held until April 19, 1981.
MAKE YOUR OWN RESERVATIONS!

## SPECIAL PROGRAMMING

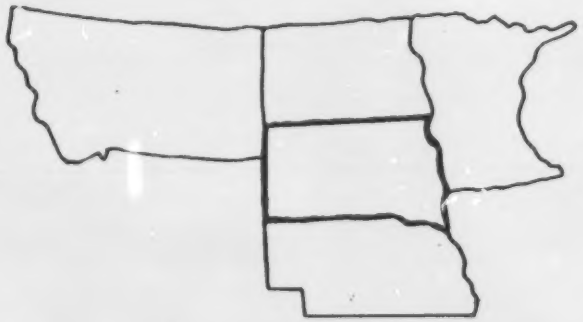
April 30, 1981 . . . . . Conference Begins
Registration . . . . . 5:30 p.m. - 6:30 p.m.
Banquet . . . . . 6:30 p.m. (banquet speaker will be announced at a later date)

May 1, 1981 . . . . . Conference Continues
Coffee & Rolls . . . . . 8:30 a.m.
Workshops . . . . . 9:00 a.m. - 3:00 p.m.
(topics to be announced later)

Programming will include workshops and small group sessions, conducted by outstanding American Indian Community Education facilitators.

Consultants will be qualified persons who have worked with Community Education in reservation communities.

Special Feature will be a "Serendipity Session." This will provide participants and guests with the opportunity to exchange ideas, discuss local projects, and share information about those programs that do work as well as those that do not.



Mail Today - Registration count necessary for meal reservations.

## REGISTRATION

NAME _____

POSITION _____

ADDRESS (HOME) _____ WORK _____

TELEPHONE (HOME) _____ WORK _____

_____ I will be at the Regional American Indian Conference for Community Education on April 30 - May 1, 1981 in Bismarck.

RETURN THIS REGISTRATION FORM BY APRIL 8, 1981

COMMUNITY EDUCATION
DEVELOPMENT CENTER
School of Education
(605) 677-5366/5368

February 19, 1981

Dear Colleague:

Enclosed is information concerning the Regional Conference for American Indian Community Education Development. This conference will be held in Bismarck, North Dakota, on April 30 and May 1, 1981.

There will be a full program of presentors from Community Education projects in reservation communities with ideas that work and suggestions for starting Community Education in that setting.

Also included will be discussion about the proposed Regional Center for American Indian Community Education Development. This is as yet in idea form only and feasibility is the crucial issue at present.

We hope you will be able to attend. If so, please send your registration. If not, please pass the brochure on to someone who might be interested.

Thank you for your help in this important development.

Sincerely,

Dr. H. Morten
Center Director

HEM/jjg

Enclosure



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COMMUNITY EDUCATION
DEVELOPMENT CENTER
School of Education
(605) 677-5366/5368

Dear Conference Participant:

Your registration has been received for the American Indian Community Education Conference to be held in Bismarck, North Dakota, on Thursday and Friday, April 30 and May 1, 1981, at the Kirkwood Motor Inn.

Dr. Rick LaPointe of the Indian Education Center at the University of South Dakota will be a major speaker. Other presentations will be made by Community Education personnel on American Indian reservations. A block of time will be programmed for sharing ideas from projects. There will also be a question and answer period.

Information will be presented about the American Indian Community Education Center at Albuquerque, New Mexico. There will be a report from the Task Group as to feasibility of a regional Center of this type in the Northern Plains.

Other presentors will include:

1. Minerva Allen, Community Education Coordinator at Hays-Lodgepole, Montana.
2. Mark St. Pierre, former Community Education Director, Cheyenne River, South Dakota.
3. Phyllis Howard, Director, Ft. Berthold Community College, North Dakota.
4. Dr. Carolyn O'Donnell, Community Education Center, New Mexico State University, Las Cruces, New Mexico.
5. Harley Goodbear, Winnebago, Nebraska.

We're looking forward to seeing you at the workshop. Thank you for your interest in American Indian Community Education.

R E M E M B E R

American Indian Community Education Conference
Bismarck, N.D.
Kirkwood Motor Inn
April 30 - May 1, 1981

Sincerely,

16

Dr. H. Morten, Center Director 10

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COMMUNITY EDUCATION
DEVELOPMENT CENTER
School of Education
(605) 677-5366/5368

Enclosed is the tentative agenda for the American Indian Community Education Conference in Bismarck on April 30 - May 1, 1981, at the Kirkwood Motor Inn. We are glad you have consented to be on the program. Please look it over carefully and if you have suggestions or corrections, please let me know as soon as possible.

We are excited about the conference. We have 26 registrations to date. Please "talk up" the Conference to your colleagues. It promises to be excellent.

See you soon in Bismarck.

Sincerely,

Dr. H. Morten
Center Director

HEM/jjg

Enclosure



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REGIONAL CONFERENCE

FOR

AMERICAN INDIAN COMMUNITY EDUCATION

April 30 - May 1, 1981
Kirkwood Motor Inn
Bismarck, N.D.

T E N T A T I V E  A G E N D A

Thursday, April 30, 1981

12:00 noon — Luncheon
Task Group on the American Indian Regional Community Education Center in the Northern Plains

5:30 - 6:30 — Registration

6:30 — Banquet
Presiding - Dr. Helen Morten, Director, Community Education Development Center, University of South Dakota, Vermillion, South Dakota

Greetings - Dr. Bill Woods, Director, Center for Community Education, North Dakota State University, Fargo, North Dakota

Address - Understanding the Political Influences on Education
Dr. Rick LaPointe, Director, DIAL Program, University of South Dakota, Vermillion, South Dakota

Entertainment

- The films "To Touch a Child" and "A Sense of Community" will be shown following the banquet -

Friday, May 1, 1981

8:30 - 9:15 — Coffee & Rolls

9:00 - 9:45 — David Gipp, Director, United Tribes Educational Technical Center

Jim Davis, Educational Manager, United Tribes Educational Technical Center



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| | |
|---|---|
| 9:45 - 10:30 | Minimizing Costs and Maximizing Results in American Indian Education through the Community Education Process<br>Mark St. Pierre, consultant on American Indian Community Education, Lead, South Dakota |
| 10:30 - 10:45 | Break |
| 10:45 - 11:30 | Community Education in Navajoland<br>Dr. Carolyn O'Donnell, Director, Community Education Center, New Mexico State University, Las Cruces, New Mexico |
| 12:00 - 1:00 | Luncheon |
| 1:00 - 1:30 | A Montana Model<br>Minerva Allen, Community Education Director, Hays, Montana |
| 1:30 - 2:00 | The Community College Link<br>Phyllis Howard, President, Fort Berthold Community College, Fort Berthold, North Dakota |
| 2:00 - 2:30 | A Nebraska Model<br>Harley Good Bear, Title VII Director, Winnebago, Nebraska |
| 2:30 - 3:00 | Discussion Period |
| | Report of Task Group on American Indian Community Education Center for the Northern Plains |

* * * * * * * * * * * * * * * *

Support the effort to make Community Education a national force in education.

Join NCEA
(National Community Education Association)

AMERICAN INDIAN COMMUNITY EDUCATION CONFERENCE

Bismarck, N.D.

April 30 - May 1, 1981

PREREGISTRATIONS RECEIVED

1. Dave Archambault
   Activities Director
   Kyle, SD

2. John Barden, Vice President
   Standing Rock Community College
   Fort Yates, ND

3. Hazel Beartusk, Coordinator
   Adult Basic Education
   Lame Deer, MT

4. Earl Bordeaux, Sr.
   Asst. Dir., ABE
   Rosebud, SD

5. Phidell Bordeaux
   ABE Secretary
   Rosebud, SD

6. Alice Brewer
   Upper Division Director
   Lincoln, NE

7. Marvin Buzzard
   Executive Director
   Lincoln, NE

8. Ben Carrington
   G.E.D Instructor
   Belcourt, ND

9. Marilyn Charging
   Roseglen, ND

10. Viola Chase
    Belcourt, ND

11. Harley Good Bear
    Title VII Director
    Winnebago, NE

12. Gloria Good Luck
    Basic Skills Instructor
    Lodge Grass, MT

13. Beth D'Atri, Associate Director
    Center for Community Education
    Bozeman, MT

14. Rose Marie Davis
    Academic Programs Officer
    Belcourt, ND

15. Loretta DeLong
    Teacher Corps
    Belcourt, ND

16. Marianne DeLong
    Belcourt, ND

17. Victoria Dickens
    Community Education Coordinator
    New Town, ND

18. Donald Dion
    Graduate Student
    Westfield, IA

19. Rose Chasing Hawk
    ABE Coordinator
    Winner, SD

20. Cherie Ann Farlee
    Graduate Student
    Vermillion, SD

21. Linda Fee
    Project Specialist
    Fort Totten, ND

22. Walter Fleming
    Bozeman, MT

21. L. P. Furuseth
    Superintendent
    Waubun, MN

22. Marjorie Ganje
    Eagle Butte, SD

25. Catherine Grey Day
Business Instructor
Fort Yates, ND

26. Robert Gramstad
ABE Supervisor
St. Paul, MN

27. Tex Hall
Graduate Student
Vermillion, SD

28. Myrtle Howe
Basic Skills Instructor
Crow Agency, MT

29. Linda Iron
Vice President/Student Services
Fort Yates, ND

30. Anita LaRocque
Graduate Student
Vermillion, SD

31. Janet Lenoir
Belcourt, ND

32. Juanita Lonebear
ABE Director
Lame Deer, MT

33. Robert McLaughlin
Planner
New Town, ND

34. Rachel Moses
Asst. Professor
Vermillion, SD

35. Evelyn Old Elk
Counselor Aide
Crow Agency, MT

36. Sandra Poitra Gourneau
Day Care Director
Belcourt, ND

37. Dora Rides Horse
Voc. Ed. Counselor
Crow Agency, MT

38. Louise Schmidt
ABE Director
Rosebud, SD

39. Darlene Rosane
Kyle, SD

40. Philip Severson
Red Scaffold School Director
Faith, SD

41. Eunice Smith
Business Instructor
Fort Yates, ND

42. Wayne Stein, President
Standing Rock Community College
Fort Yates, ND

43. Jamie Thorton
New Town, ND

44. Laurie Wells Alberts
Education Director
New Town, ND

45. Delanes Wilkinson
Counselor
New Town, ND

46. Bobby Wright
Director, Rocky Boy High School
Box Elder, MT

47. Bennett Yellow Bird
Project "Discover" Specialist
New Town, ND

48. Rene' Mills
ABE Field Coordinator
Kyle, SD

49. Tom Casey
Kyle, SD

50. Gordon Weston
Kyle, SD

51. Gertie Swain
Kyle, SD

52. Mabel Rosales
Kyle, SD

53. Alvin Slow Bear
Kyle, SD

54. Phyllis Swift Hawk
Kyle, SD

55. Elvis Tail
Kyle, SD

AMERICAN INDIAN COMMUNITY EDUCATION CONFERENCE

Bismarck, N.D.

April 30 - May 1, 1981

## REGISTRANTS

1. Minerva Allen
   Community Education Director
   Hays, MT

2. Dave Archambault
   Activities Director
   Kyle, SD

3. Earl Bordeaux, Sr.
   ABE Asst. Director
   Rosebud, SD

4. Phidell Bordeaux
   ABE Secretary
   Rosebud, SD

5. Ben Carrington
   G.E.D. Instructor
   Belcourt, ND

6. Viola Chase
   Belcourt, ND

7. Beth D'Atri, Associate Dir.
   Community Education Center
   Bozeman, MT

8. Jim Davis
   Bismarck, ND

9. Loretta DeLong
   Teacher Corps
   Belcourt, ND

10. Victoria Dickens
    Community Education Coordinator
    New Town, ND

11. Donald Dion
    Graduate Student
    Westfield, IA

12. Clyde Eagle
    ABE Coordinator
    Ft. Yates, ND

13. Cherie Farlee
    Graduate Student
    Vermillion, SD

14. Connie Fox
    Bismarck, ND

15. Lorna Four Dances
    Bismarck, ND

16. Marjorie Ganje
    Eagle Butte, SD

17. Francine Garreau
    Eagle Butte, SD

18. Harley Good Bear
    Title VII Director
    Winnebago, NE

19. Maynard Good Bear
    Mandan, ND

20. Sandra Gourneau
    Day Care Director
    Belcourt, ND

21. Robert Gramstad
    ABE Supervisor
    St. Paul, MN

22. Robert Hall
    Agency Supt. for Education
    Eagle Butte, SD

23. Phyllis Howard, President
    Fort Berthold Community College
    Fort Berthold, ND

24. Rick LaPointe
    Indian Education Center Director
    Vermillion, SD

25. Anita LaRocque
Graduate Student
Vermillion, SD

26. Janet Lenoir
Belcourt, ND

27. Robert McLaughlin
Planner
New Town, ND

28. Corinne Milburn, Asst. Dir.
Community Education Dev. Center
Vermillion, SD

29. Rene' Mills
ABE Field Coordinator
Kyle, SD

30. Helen Morten, Director
Community Education Dev. Center
Vermillion, SD

31. Rachel Moses
Indian Education
Vermillion, SD

32. Carolyn O'Donnell, Coordinator
Center for Com. Ed. Development
Las Cruces, NM

33. Gorgie Paulhamus
Graduate Student
Vermillion, SD

34. Mabel Rosales
Kyle, SD

35. Darlene Rosane
Kyle, SD

36. Don Rush
Indian Studies Instructor
New Town, ND

37. Mark Saint-Pierre
Lead, SD

38. Louise Schmidt
ABE Director
Rosebud, SD

39. Melvin Schmidt
Norris, SD

40. Harriett Skye
Executive Director
Bismarck, ND

41. Alvin Slow Bear
Kyle, SD

42. Jack Sumner
Adult & Higher Education
Vermillion, SD

43. Gertie Swain
Kyle, SD

44. Jamie Thorton
New Town, ND

45. Maurice Twiss
Batesland, SD

46. Gordon Weston
Kyle, SD

47. Delores Wilkinson
New Town, ND

48. Bill Woods, Director
Center for Community Education
Fargo, ND

49. Bennett Yellow Bird
Project "Discover" Specialist
New Town, ND

50. Glen Yellow Bird, Treatment Coord.
Alcohol Program
Parshall, ND

51. Bob Burian
Adult Basic Education
Marty, SD

## CONFERENCE

The two-day American Indian Community Education Conference was held on April 30 - May 1, 1981 at the Kirkwood Motor Inn in Bismarck, North Dakota. The following sections contain information on specific facets of the Conference.

### Location

The Kirkwood Motor Inn proved to be an excellent choice for the Conference location. The meeting rooms were most adequate, the meals served were excellent, and the hotel personnel were most accomodating and pleasant. All arrangements were made on the telephone because of the distance involved. Arrangements could not have been more satisfactory if the Conference Director had gone to Bismarck to make Conference plans. In a situation of this type, however, there is a certain amount of anxiety and stress previous to arriving at the Conference site.

### Presenters

The following persons made presentations at the Conference. All presenters did an excellent job and contributed greatly to the success of the program. A studious attempt was made to have all five states in the Consortium represented and to bring information and ideas from a variety of educational institutions and communities dealing with American Indian populations.

1) Dr. Rick LaPointe, DIAL Program, University of South Dakota, Vermillion, South Dakota.

2) Dr. Jim Davis, Dean of Education, United Tribes Educational Technical Center, Bismarck, North Dakota.

3) Mr. Mark Saint-Pierre, American Indian Community Education Consultant, Lead, South Dakota.

4) Dr. Carolyn O'Donnell, Director, Community Education Center, New Mexico State University, Las Cruces, New Mexico.

5) Dr. Jasjit Minha, United Tribes Educational Technical Center, Bismarck, North Dakota.

6) Ms. Minerva Allen, Community Education Director, Hays, Montana.

7) Fort Berthold Community College Panel, composed of Delores Wilkinson, Counselor; Bennett Yellow Bird, Vocational Education Director; Don Rush, Indian Studies Instructor; and Robert McLaughlin, Grant and Proposal Writer, Fort Berthold Community College, Fort Berthold, North Dakota.

8) Mr. Harley Good Bear, Title VII Director, Winnebago, Nebraska.

Banquet Entertainment

The Conference opened with a banquet. Following an excellent speech by Dr. Rick LaPointe, Director, DIAL Program, University of South Dakota a group of American Indians from the Peace Pipe Indian Center in Bismarck presented a program of dances. The group included adults and children and was enthusiastically received. During their final dance, a round dance, they invited members of the audience to join them. This helped to establish a friendly, informal spirit of camaraderie which prevailed throughout the Conference. Special thanks to Connie Fox, Peace Pipe Indian Center, Bismarck who made arrangement for the group of dancers. Of course a resounding thank you to the dancers also, who contributed a great deal to setting the tone for the Conference.

Evaluation

The following pages contain the evaluation instrument used for the Conference, as well as the composite responses from Conference participants.

Evaluations indicated strong positive acceptance of the Conference design, presenters and overall theme. They also indicated interest in continuing this facet of Community Education development in this region. Participants indicated that the length of the Conference could be extended since they felt a lack of time for discussion, questions, and input.

## COMMUNITY EDUCATION

Community Education is an educational concept that encompasses providng educational experiences during the entire lifespan of all individuals, total utilization of community resources - human, physical, and financial -identification of community wants, needs, and problems, and citizen participation in the decision-making process. The goal of Community Education is to improve the quality of life in communities and to help restore the sense of community.

The process necessitates a community institution acting in a leadership role of initiating and facilitating the process. Public schools, community colleges, educational and community groups are examples of agencies that might serve in this capacity. Community Education projects are as diverse as the communities in which they are found. They are designed by the people to fit their own unique needs.

**For further information contact**


Dr. H. Morten
Director
C.E. Development Center
School of Education
University of South Dakota
Vermillion, S.D. 57069
(605) 677-5368


In cooperation with
Centers for Community Education
at

College of St. Thomas, St. Paul, Minnesota
Dr. Thomas Fish, Director

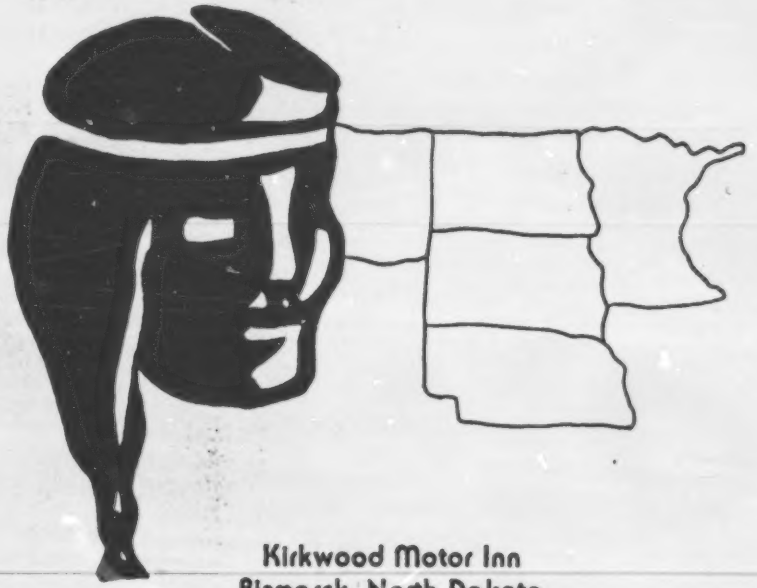
University of Nebraska, Lincoln
Dr. Loren Bonneau, Director

North Dakota State University, Fargo
Dr. William Woods, Director

Montana State University, Bozeman
Dr. Gloria Gregg, Director



# REGIONAL CONFERENCE For AMERICAN INDIAN COMMUNITY EDUCATION



**Kirkwood Motor Inn**
**Bismarck, North Dakota**
**April 30 - May 1, 1981**

**sponsored by**
**THE CHARLES STEWART MOTT FOUNDATION**
**and**
**THE COMMUNITY EDUCATION DEVELOPMENT CENTER**
**UNIVERSITY OF SOUTH DAKOTA**

# REGIONAL CONFERENCE
# FOR
# AMERICAN INDIAN COMMUNITY EDUCATION

**April 30 - May 1, 1981**
**Kirkwood Motor Inn**
**Bismarck, N.D.**

## T E N T A T I V E  A G E N D A

**Thursday, April 30, 1981**

12:00 noon Luncheon
Task Group on the American Indian Regional Community Education Center in the Northern Plains

5:30 - 6:30 Registration

6:30 Banquet
Presiding - Dr. Helen Morten, Director, Community Education Development Center, University of South Dakota, Vermillion, South Dakota

Greetings - Dr. Corinne Milburn, Assistant Director, Community Education Development Center, University of South Dakota, Vermillion, South Dakota

Address - **Understanding the Political Influences on Education**
Dr. Rick LaPointe, DIAL Program, University of South Dakota, Vermillion, South Dakota

Entertainment

- The slide-tape "Community Education and the Pine Ridge Indian Reservation" will be shown following the banquet -

* * * * * * * * * * * *

Support the effort to make Community Education a national force in education

Join NCEA
(National Community Education Association)



**Friday, May 1, 1981**

8:30 - 9:15 Coffee & Rolls

9:00 - 9:45 **Off-Reservation Vocational Training and the American Indian Family: A Residential Model**
Dr. Jim Davis, Dean of Education, United Tribes Educational Technical Center

Mr. David Gipp, Director, United Tribes Educational Technical Center

9:45 - 10:30 **Minimizing Costs and Maximizing Results in American Indian Education through the Community Education Process**
Mark St. Pierre, consultant on American Indian Community Education, Lead, South Dakota

10:30 - 10:45 Break

10:45 - 11:30 **Community Education and the American Indian in New Mexico,** Dr. Carolyn O'Donnell, Director, Community Education Center, New Mexico State University, Las Cruces, New Mexico

12:00 - 1:00 Luncheon

1:00 - 1:30 **A Montana Model**
Minerva Allen, Community Education Director, Hays, Montana

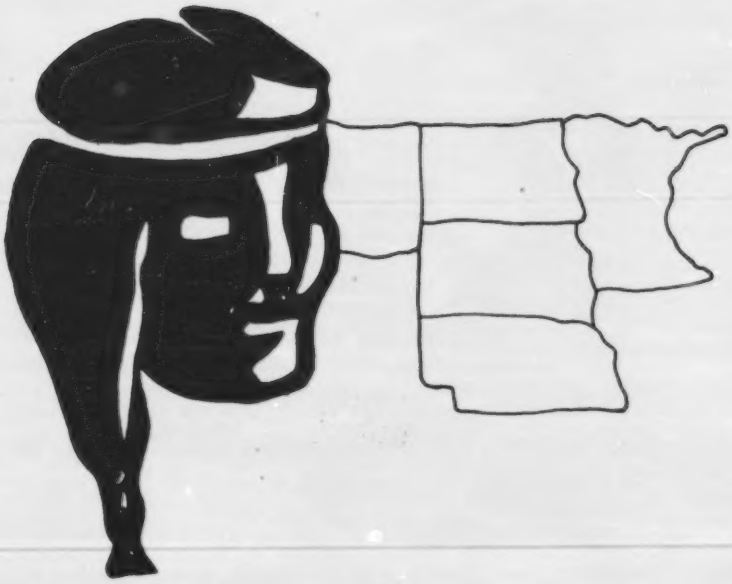
1:30 - 2:30 **The Community College Link**
Phyllis Howard, President, Fort Berthold Community College, Fort Berthold, North Dakota

2:00 - 2:30 **A Nebraska Model**
Harley Good Bear, Title VII Director, Winnebago, Nebraska

2:30 - 3:00 Discussion Period

Report of Task Group on American Indian Community Education Center for the Northern Plains

# REGIONAL CONFERENCE



## for AMERICAN INDIAN COMMUNITY EDUCATION

**APRIL 30, MAY 1, 1981**
**KIRKWOOD MOTOR INN**
**BISMARCK, NORTH DAKOTA**

sponsored
by
THE CHARLES STEWART MOTT FOUNDATION
and
THE COMMUNITY EDUCATION
DEVELOPMENT CENTER
THE UNIVERSITY OF SOUTH DAKOTA

TABLE OF CONTENTS


| | Page |
|---|---|
| Introduction | 1 |
| Rationale | 2 |
| Consortium Center Directors | 4 |
| Support Personnel | 5 |
| Conference Design | 6 |
| Promotional Materials | 7 |
| Pre-registrations | 14 |
| Registrations | 16 |
| Conference | 18 |
| Summary of Conference Presentations | 22 |
| Evaluation | 31 |
| Conference Costs | 42 |
| Task Group for American Indian Community Education Development | 44 |
| Meeting Costs | 65 |
| Summary, Conclusion, and Recommendations | 66 |

## SUMMARY OF CONFERENCE PRESENTATIONS

The following section contains summaries of the presentations given during the two-day Conference. The thoughts and ideas are varied since presenters come from a variety of different backgrounds. Their positions in education are diverse. The uniquenesses of which they spoke are particularly valuable in Community Education since the application of the process itself is as varied as the communities in which it takes place. All applications of the concept of which they spoke are valuable, giving innovative ideas to those in attendance.

BISMARCK CONFERENCE
Summary of Speeches

Dr. Rick LaPointe

Dr. LaPointe, Director of DIAL (Developing Indian Administrative Leaders), University of South Dakota spoke of his initial fear of community education competing with other programs, especially the community colleges on the reservation. He originally saw it as a threat to the culture, value system and family concept. He had difficulty understanding and accepting the term "community" because Indian communities have different boundaries than non-Indian communities.

"My reservation, the Rosebud," he explained, "may extend to Jamestown, Belcourt, and Bismarck, North Dakota because the community concept is based on people, the extended family and clanship rather than on land divisions. The Sioux, in particular, are a mobile people who cannot and do not want to be confined to a specific location ... We are a people of distance."

However, he admits that after observing community education on the reservation for several years and working closely with community educators, he no longer views community education as a threat.

He sees it as an aide to the community colleges; a means of reaching more people, expanding the program and providing assistance in coordinating agencies, institutions, social services, and reservation industries.

He commented on the long history of complexities which have plagued the elementary and secondary schools on the reservation. In order to better understand some of the problems involved one has to realize that four types of schools exist on most reservations: Bureau of Indian Affairs, church affiliated, contract, and public schools. Each has its own governing policies and the students who populate the schools are affected not only by these policies but also by their family, traditions, culture, and tribal rules and regulations. Reservation schools have not traditionally been places in which Indians felt a vested pride and ownership; community schools,

however, are changing this image. Indians are sitting on school boards and are involved in making decisions that affect their lives.

These schools which formerly were open from 8:00 a.m. - 4:00 p.m., five days a week, nine months of the year are now open twelve months at whatever time there is a need and all facilities are available for use.

These schools which formerly served mostly Indian students are now catering to all people of the community - young and old, Indian and non-Indian.

Dr. LaPointe admits that today he is a supporter of community education. This "sense of community" which community educators talk about is extremely relative to reservation life. He is convinced that the program works and is effective and actually strengthens many of the Indian concepts and beliefs.

Dr. Jim Davis and Dr. Jasjit Minha

Dr. Jim Davis, Dean of Education, U.T.E.T.C. (United Tribes Educational Technical Center) described the Center's program particularly as it relates to community education.

"The definition of community education," he stated, "is being met in the following ways:

1) the community education philosophy pervades all segments of educational planning;
2) the school serves as a catalytic agent by providing leadership to mobilize community resources to solve identified community problems and needs;
3) education is relevant to student needs;
4) school doors are kept open."

Historically U.T.E.T.C. dates back to 1963, but the present organizational structure did not become a reality until 1969. Twelve years ago a vocational school with a community based/residential component for Indian families began. The purpose of the program was to provide meaningful training experiences for Indian families who, for the most part, had not experienced much success in terms of employment, education, and skills. Today it is a family oriented program and both husband and

wife are required to attend classes. Day care nursery services, elementary school medical services, social services, and a cultural center are provided along with a deligent staff working to assist the residents in becoming better adjusted, self-sufficient and more independent.

The average student profile is:

1) 10th grade education;
2) 22 or 23 years old with a family;
3) does not hold either a high school diploma or GED certificate.

Students represent 15 different states and approximately 40 tribes. The center is governed by a 10 member board with representation from the five North Dakota reservations; Fort Berthold, Fort Totten, Sissiton Wahpeton Sioux Tribe, Standing Rock and Turtle Mountain. David Gipp is the Executive Director but the ownership is vested in five tribes. This ownership, it is believed, has contributed greatly to the success of the program.

Many services are provided by the center including on the job training, counseling, resources and finally job placement.

Dr. Davis readily conceded that the greatest weakness of the program was the lack of follow-up in placements. U.T.E.T.C. boasts an 85% placement record but lacks the statistics to determine percentage of individuals who stay on the job. This is an area under review for future action.

Dr. Jasjit Minha, U.T.E.T.C, discussed the importance of coordination of agencies such as CETA and Minority Business and Enterprise program. He also emphasized the family approach used at U.T.E.T.C. and felt that this was a major factor in helping the students develop self pride and independence. The cultural center also plays an important role in the lives of the residents. Since culture is a vital part of the student's heritage, it should be nurtured, encouraged, and developed just as the academic and technical skills are.

Mark St. Pierre

Mark St. Pierre, consultant on American Indian Community Education, Lead, South Dakota views community education as a developmental process for community problem solving rather than as the classical "Mott Model." His definition of the "Mott Model" included utilizing existing facilities to facilitate K-12 education, enrichment of K-12 and any cause the community feels it needs to support. He believes local solutions are the only ones that help and that community education can create a better quality of life with little outside help.

Mark showed slides covering a two-year period on the Cheyenne River Indian Reservation in South Dakota and commented on how community education was used to solve local community problems and the changes be observed in the people involved in the community education projects. Projects included building a community center, restoring a church and getting it listed as a historical site.

He also spoke of his frustrations with government agencies which had no understanding of reservation life, its people, their problems, and their needs. "Far too often," he said, "solutions were more complicated than the original problems, simply because the people had no input in the decision-making processes affecting their lives."

The greatest need on the reservation according to Mark is the need for training in leadership; organization; writing skills, particularly proposal writing; group processing skills; and to help people articulate their needs and solutions.

Dr. Carolyn O'Donnell

Dr. Carolyn O'Donnell, Director of the Community Education Center, New Mexico State University, Las Cruces, New Mexico feels that community education is redefining itself daily in the extraordinary creativity of the people in the individual communities. In New Mexico there are 19 pueblos and two tribes all involved in community education. She shared her experiences with three projects.

The first was on the Zuni Reservation, which covers approximately 400,000 acres and has a population of 7,000. This is a fast growing reservation expanding at the rate of 400 people per year. Sixty-five percent of the residents are under 35 years of age and approximately 1,800 are students. The Zuni have been working with comprehensive developmental plans for about 20 years and have done a thorough job of surveying their people. Needs assessments were conducted in 1965, 1970, and 1975 and three outstanding needs which emerged in all three assessments were:

1) to increase individual income to a level comparable to the average American wage earner through the creation of permanent employment opportunities on Indian reservations;

2) to enhance educational opportunities for all ages and to open up our educational service to provide input from adults and an opportunity for new horizons;

3) to improve living conditions in our pueblos through a well planned community.

The schools on the Zuni Reservation are community schools and under Indian control after a 14 year struggle.

The second project was at Bloomfield, New Mexico where the school serves 30% Navajos, 23% Hispanics, and 47% Anglos. There are approximately 3,000 students in grades 10, 11, and 12. Their major concern is to serve all children and provide all with equal opportunity for education.

An eight-year study showed that the Hispanics and Anglo students were very competitive on national tests but the Navajo students were not. Their grades were below the national norm. Investigation and further studies on language and home found that English was the first language in both the Hispanic and Anglo homes, but not the first language in the Navajo homes. It was realized that there was a need for a bilingual program. Difficulty was encountered in trying to find certified Navajo teachers, and finally the decision was made to provide training for existing staff. This apparently is working.

The third project, actually in Arizona not New Mexico, was a video-taped slide presentation on the Window Rock Reservation. Ten serious concerns exist in this

community and they are:

1) traditional customs deteriorating;

2) Navajo language fading;

3) old people complaining about lack of proper attire for ceremonies;

4) families breaking up;

5) divorce rate high;

6) infant mortality twice the national average;

7) teenagers alienated, caught between two worlds and having little competence in either language;

8) common shortages in quantity and quality;

9) alcoholism;

10) suicide above the national average and life expectancy is 10-15 years less than the rest of the nation.

Dr. O'Donnell offered no solutions - her intent was to show the experience and let others be aware of the problems.

Minerva Allen

Minerva Allen, Community Education Director from Hays, Montana told of a very unique project. Hays and Lodgepole are two small communities on the Fort Belknap Reservation. Although they are close in distance they are very far apart in traditions and background, because the residents come from two different tribes. Hard work and Minerva's personality has succeeded in bringing these two settlements together into a very successful community education project.

Last year the Hays Lodgepole community education project raised over $30,000 to send 11 Indian students and their chaperones to visit Norway and Sweden.

Most of the students had never been out of the Midwest so it was indeed a unique experience. They stayed in hotels most of the time but spent a few days on an island where they learned how to row a boat in the ocean. Minerva said "this was a real learning experience for Plains Indians." The group had another learning

experience on the island - they discovered that they couldn't flush the toilet until the tide went out.

Minerva's beautiful sense of humor made this story come alive. Reading it is not nearly as much fun as listening to her narration and observing her expressions.

One of the biggest surprises for the Indian students was to learn that their hosts expected to see them in feathers and buckskins, not ordinary Western dress. Each student, however, did have a beautiful native costume and could perform native dances, song, etc. One of the hardships was the food. Minerva explained that Indians are meat-eaters and substitutes like soy-bean cake are not too appetizing. "We nearly starved to death," she jokingly said.

The students all agreed that they enjoyed the trip but were very thankful to be back in the United States - even on a reservation. This venture was the beginning of an exchange program and this summer 14 Norwegians will be coming to Montana. They will stay with families on the reservation. Minerva warned them "not to get too hi tone" and she promised "to starve them a little and take them down the Missouri in canoes."

It was heart-warming to hear how hard the people worked to raise enough money for such an undertaking. Minerva pointed out that it was truly a community project and as such helped to further unite these two different villages.

Fort Berthold Community College Panel

A panel from Fort Berthold Community College, Fort Berthold, North Dakota, composed of Delores Wilkinson, Counselor; Bennett Yellow Bird, Vocational Education Director; Don Rush, Indian Studies Instructor; and Robert McLaughlin, Grant and Proposal Writer presented the college's story.

One of the opening statements, "community education, although not new, is a new way of brining education to Indian people" served as an introduction to show how the Indian life-style, particularly reservation life is especially suited to community

education. Attention was called to a common frustration among Indian people - the lack of relevance in many academic courses. The community education process makes it possible to deal more effecitvely with this complaint by providing for interest and cultural courses. "Self determination," it was pointed out, "is sort of a household word on the reservation" and again community education has proven to be a useful tool in making this possible.

Other areas such as developing writing skills, especially grant writing; Indian legal rights; organizing small businesses; ranching; farming; and developing objectives and goals which will meet state requirements for schools were discussed. The Community College at Fort Berthold can and does meet these needs through their community education component.

Harley Good Bear

Harley Good Bear, Title VII Director, Winnebago, Nebraska briefly shared some of the Nebraska activities. A community education program and an active head start program are in place. One of the most difficult tasks has been to form an active advisory group. People are interested but reluctant to attend meetings and become actively involved.

Harley felt that this year has been a real learning experience for him and hopes that he has provided as much help as he has received.

Harley was a University of South Dakota Mott fellow from North Dakota and this was his first job since receiving his masters degree.

## EVALUATION

An evaluation instrument was designed for use by participants at the Bismarck Conference. Because it was the concluding item on the conference agenda, some participants were unable to respond. However, from the responses received, valuable information was gained as to program effectiveness, which will assist planners in decisions about the next conference. From the evaluations it was determined that the Conference was a success and that participants were interested in having a follow-up meeting of longer duration held.

On the following pages are found the evaluation instrument that was submitted to participants and a composite of the responses.

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REGIONAL CONFERENCE
FOR
AMERICAN INDIAN COMMUNITY EDUCATION

Bismarck
April 30 - May 1, 1981
Kirkwood Motor Inn

## E V A L U A T I O N

| | | (Circle the Appropriate Number) Poor | | | | Excellent |
|---|---|---|---|---|---|---|
| Part I: | Conference Program - Evening | | | | | |
| | 1. Registration Procedures | 1 | 2 | 3 | 4 | 5 |
| | 2. Understanding the Political Influences on Education | 1 | 2 | 3 | 4 | 5 |
| | 3. Entertainment | 1 | 2 | 3 | 4 | 5 |
| | 4. Slide-Tape Presentation | 1 | 2 | 3 | 4 | 5 |
| Part II: | Conference Program - Day | | | | | |
| | 5. Off-Reservation Vocational Training and the American Indian Family: A Residential Model | 1 | 2 | 3 | 4 | 5 |
| | 6. Minimizing Costs and Maximizing Results in American Indian Education Through the Community Education Process | 1 | 2 | 3 | 4 | 5 |
| | 7. Community Education and the American Indian in New Mexico | 1 | 2 | 3 | 4 | 5 |
| | 8. A Montana Model | 1 | 2 | 3 | 4 | 5 |
| | 9. The Community College Link | 1 | 2 | 3 | 4 | 5 |
| | 10. A Nebraska Model | 1 | 2 | 3 | 4 | 5 |
| | 11. Discussion Period | 1 | 2 | 3 | 4 | 5 |
| Part III: | Conference Facilities | | | | | |
| | 12. Date and Time of Conference | 1 | 2 | 3 | 4 | 5 |
| | 13. Location | 1 | 2 | 3 | 4 | 5 |
| | 14. Meeting Rooms | 1 | 2 | 3 | 4 | 5 |
| | 13. Banquet | 1 | 2 | 3 | 4 | 5 |
| | 14. Luncheon | 1 | 2 | 3 | 4 | 5 |

Comments:



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Part IV: Conference Content

15. Conference Length:

_____ Too long _____Too short _____About right

16. Conference Structure:

_____ Too structured _____ Too unstructured _____ About right

17. Conference Content:

_____ Appropriate _____ Inappropriate _____ About right

18. Resource Persons:

_____ Too many _____ Too few _____ About right

19. Opportunities for Participant Sharing:

_____ Too many _____ Too few _____ About right

20. Was the conference practical for your purpose?

_____ Yes _____ No

21. What was the most valuable portion of the conference from your point of view?

22. What was the least valuable portion of the conference from your point of view?

23. What suggestions could you offer to improve the conference?

24. Please give the main reason for your attendance at this conference.

25. Please designate the place in which you think the conference should be held in the future.

_____ Pierre _____ Fargo _____ Rapid City _____ Bismarck

_____ Other (please specify)

26. Would you be interested in attending the Third Annual Regional Conference on American Indian Community Education?

_____ Yes _____ No

27. What topics would be of interest to you?

28. Would you serve as a resource person?

_____ Yes _____ No

29. If yes, indicate how and where we can contact you.

Comments:

THANK YOU FOR YOUR ATTENDANCE AND INPUT!

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# REGIONAL CONFERENCE FOR AMERICAN INDIAN COMMUNITY EDUCATION

Bismarck
April 30 - May 1, 1981
Kirkwood Motor Inn

## E V A L U A T I O N

| | | (Circle the Appropriate Number) Poor | | | | Excellent | Avg |
|---|---|---|---|---|---|---|---|
| Part I: | Conference Program - Evening | | | | | | |
| | 1. Registration Procedures | 1 | 2 | 1-3 | 13-4 | 17-5 | 4.5 |
| | 2. Understanding the Political Influences on Education | 1 | 2 | 5-3 | 16-4 | 10-5 | 4.2 |
| | 3. Entertainment | 1 | 2 | 2-3 | 8-4 | 21-5 | 4.6 |
| | 4. Slide-Tape Presentation | 1 | 2 | 2-3 | 12-4 | 17-5 | 4.5 |
| Part II: | Conference Program - Day | | | | | | |
| | 5. Off-Reservation Vocational Training and the American Indian Family: A Residential Model | 1 | 2-2 | 9-3 | 13-4 | 7-5 | 3.8 |
| | 6. Minimizing Costs and Maximizing Results in American Indian Education Through the Community Education Process | 1 | 2 | 5-3 | 14-4 | 12-5 | 4.2 |
| | 7. Community Education and the American Indian in New Mexico | 1 | 1-2 | 11-3 | 11-4 | 8-5 | 3.8 |
| | 8. A Montana Model | 1 | 2 | 2-3 | 13-4 | 16-5 | 4.5 |
| | 9. The Community College Link | 1 | 1-2 | 10-3 | 13-4 | 7-5 | 3.8 |
| | 10. A Nebraska Model | 1 | 1-2 | 9-3 | 13-4 | 8-5 | 3.9 |
| | 11. Discussion Period | 2-1 | 2 | 13-3 | 15-4 | 1-5 | 3.4 |
| Part III: | Conference Facilities | | | | | | |
| | 12. Date and Time of Conference | 1 | 1-2 | 5-3 | 9-4 | 16-5 | 4.3 |
| | 13. Location | 1 | 1-2 | 2-3 | 6-4 | 22-5 | 4.6 |
| | 14. Meeting Rooms | 1 | 1-2 | 3-3 | 8-4 | 19-5 | 4.5 |
| | 13. Banquet | 1 | 1-2 | 5-3 | 7-4 | 18-5 | 4.4 |
| | 14. Luncheon | 1 | 1-2 | 2-3 | 10-4 | 18-5 | 4.5 |

Comments:

SEE ATTACHED SHEETS

NOTE---Number underlined indicates the number of responses.



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Part IV: Conference Content

15. Conference Length:

____ Too long 9 Too short 22 About right

16. Conference Structure:

2 Too structured ____ Too unstructured 29 About right

17. Conference Content:

17 Appropriate ____ Inappropriate 14 About right

18. Resource Persons:

____ Too many 6 Too few 25 About right

19. Opportunities for Participant Sharing:

____ Too many 11 Too few 20 About right

20. Was the conference practical for your purpose?

31 Yes ____ No

21. What was the most valuable portion of the conference from your point of view?

SEE ATTACHED SHEETS

22. What was the least valuable portion of the conference from your point of view?

SEE ATTACHED SHEETS

23. What suggestions could you offer to improve the conference?

SEE ATTACHED SHEETS

24. Please give the main reason for your attendance at this conference.

SEE ATTACHED SHEETS

25. Please designate the place in which you think the conference should be held in the future.

3 Pierre 2 Fargo 16 Rapid City 10 Bismarck

_____ Other (please specify)

26. Would you be interested in attending the Third Annual Regional Conference on American Indian Community Education?

30 Yes 1 No

27. What topics would be of interest to you?

SEE ATTACHED SHEETS

28. Would you serve as a resource person?

12 Yes 19 No

29. If yes, indicate how and where we can contact you.

SEE ATTACHED SHEETS

Comments:

SEE ATTACHED SHEETS

THANK YOU FOR YOUR ATTENDANCE AND INPUT!

BISMARCK

Evaluation Questions 21 - 24 and 27 - 29

21. What was the most valuable portion of the conference from your point of view?

Understanding the importance of Community Education.
People sharing.
The information and ideas from the local groups and sharing ideas.
How to organize community to accomplish a task.
Rick LaPointe.
Knowledge of Indian Community Education.
Awareness of unity.
Enjoyed and listened very carefully to Rick LaPointe and Mark St. Pierre.
Minerva Allen - Montana.
Mark St. Pierre's speech was very interesting.
All of it.
Different program projects.
Rick LaPointe.
I liked Mark St. Pierre's explanation of Community Education.
The presenters and people.
The whole conference, the theme.
Talking with Dr. Milburn, I have a better understanding of Community Education.
Slide presentation #6.
Mark St. Pierre's presentation - he showed the real Community Education concept.
Sharing ideas.
Learning from the other educators and their programs and sharing ideas.
Minimizing Cost and Maximizing Results in American Indian Community Education.
Listening about other programs.
Mark St. Pierre's presentation.
All of the speakers.
The New Mexico presentation gave me some new ideas.

22. What was the least valuable portion of the conference from your point of view?

United Tribes presentation - not really a community project.
Show and tell about programs. Too much what what, should have been more how.
Too little time to have met with at least one consultant for further information.
None, it was all good.
United Tribes presentation.

Everything is alright with me.

Community Education and the American Indian in New Mexico.

Going home.

Lack of time.

Late start on Thursday - could have begun in the morning.

It was all interesting.

23. What suggestions could you offer to improve the conference?

Round table discussions.

Have speaker talk during banquet meal.

More on alcoholism.

Have more group participation to utilize the skills we bring as participants.

Have time for individual discussion.

Make it longer.

Too short.

Use more small groups.

Involve other influential groups.

More appropriate meeting rooms.

Include resource people who have knowledge and worked with off-reservation, urban Indian organizations.

More discussions.

Have more Minervas.

None, it was all good.

Invite an older Indian person to give their ideas about the education systems and also an Indian student's ideas.

Explain more about the money reimbursement before conference begins.

Perhaps two days in length.

Could vary the type of presentations more - different areas of Community Education.

More traditional in the culture.

24. Please give the main reason for your attendance at this conference.

Learn what you have for our program on alcoholism.

Interest in Adult Education.

Speakers.

I believe in Community Education.

Get ideas about how to expand Community Education for Indian people.

To learn.

I am interested in Community Education, I live it every day.

Learn more about initial problems on reservations in getting Community Education started.

My boss sent me.

To observe and mainly to get ideas.

Interested in expanding our program.

We have Community Education in our center and I like to learn how the others are doing.

Interested in Community Education and need more information.

To get a better understanding of Community Education and to get other people's ideas and opinions.

To better understand functions of Community Education.

I plan to work in the Community Education field.

New ideas on implementing a Community Education concept.

Learn of other others concerning topic.

To listen and receive information.

Interested in Community Education and the results shown on the reservation.

Needed more input on how to get people involved in the Community and more self-sufficient.

To learn ways I might contribute to encourage.

To re-generate, steal new ideas, and re-commit.

To get more information.

I'm a Community Education coordinator and need new ideas.

As a parent, I am involved and interested in Community Education.

27. What topics would be of interest to you?

Community and school involvement as a unit.

Tying into the big system for us - B.I.A.

Culture exchange, how to work with Indian people in areas where there are cultural differences.

Legal newsletters, pamphlets, etc.

I am an adult tutor, so something in that line would be good.

Organizational ideas.

Community leadership.

Topics on pre-school children.

The topics Mr. St. Pierre talked on.

Community Education projects on other reservations.

Needs assessment survey.

Other Community Education approaches that have been successful in different areas.

Groups of people, Black, Hespanic, urban, rural, etc.

Implementing a Community Education project.

Alcoholism.

Progress.

29. If yes, indicate how and where we can contact you.

Harley Good Bear, Title IV Office, Winnebago Public Schools, Winnebago, NE 68071.

Turtle Mountain Community College, Belcourt, ND 58316.

Harriet Stone, 258-0040 or 224-0818.

Marjorie Ganje, Adult Education, Eagle Butte, SD 57625.

Loretta DeLong, Turtle Mountain Community College, Belcourt, ND 58316, 701-477-6183.

Sandy Gourneau, Turtle Mountain Community College, Box 340, Belcourt, ND 58316.

Clyde Eagle, Adult Basic Education Coordinator, Standing Rock Community College, Fort Yates, ND 58538.

Gorgie Paulhamus, USD graduate student.

Glenn Yellow Bird, Parshall Rehabilitation Center, Parshall, ND 58770, 863-3704.

Connie Fox, Peace Pipe Indian Center, 203 East Front Avenue, Bismarck, ND 58501, 701-258-0046.

Rene' Mills, Adult Education, Oglala Sioux Community College, Box 351, Kyle, SD 57752.

Marlene Stout, Route 1, Winnebago, NE 68071.

Comments

We Indians have all been involved in Community Education to some degree, but our efforts are fragmented. We need to know how to bring together all these efforts to create an impact.

Very interesting and helpful by giving me more examples to follow in structuring my own Community Education prject.

I certainly enjoyed this conference - good job!

I'd like to praise Dr. Liz for a well put together conference. It really gave me motivation on expanding our Community Education program. We are at a stand-still now and need to implement again. Thank you.

This was a very good workshop. There were many good insights on Community Education.

REGIONAL CONFERENCE

FOR

AMERICAN INDIAN COMMUNITY EDUCATION

Bismarck, N.D.
April 30 - May 1, 1981

PARTICIPANT'S TRAVEL

| | |
|---|---|
| Minerva Allen | $392.10 |
| Earl Bordeaux, Sr. | 162.10 |
| Phidell Bordeaux | 42.90 |
| Bob Burian | 171.70 |
| Ben Carrington | 149.60 |
| Viola Chase | 34.89 |
| Beth D'Atri | 347.20 |
| Loretta DeLong | 133.89 |
| Donald Dion | 58.10 |
| Cherie Farlee | 58.10 |
| Marjorie Ganje | 131.70 |
| Francine Garreau | 85.00 |
| Harley Good Bear | 287.50 |
| Sandy Gourneau | 133.89 |
| Robert Gramstad | 197.20 |
| Robert Hall | 127.98 |
| Anita LaRocque | 192.50 |
| Janet Lenoir | 126.49 |
| Rene' Mills | 199.97 |
| Rachel Moses | 58.10 |
| Carolyn O'Donnell | 300.00 |
| Gorgie Paulhamus | 42.39 |
| Peace Pipe Indian Center | 100.00 |
| Mabel Rosales | 20.50 |
| Darlene Rosane | 47.18 |
| Don Rush | 80.50 |
| Mark Saint-Pierre | 183.60 |
| Louise Schmidt | 182.10 |
| Alvin Slow Bear | 42.39 |
| Jack Sumner | 91.20 |
| Marlene Stout | 245.70 |
| Gertrude Swain | 58.10 |
| Maurice Twiss | 300.25 |
| Gordon Weston | 202.39 |
| Delores Wilkinson | 121.78 |

CENTER PERSONNEL

| | |
|---|---|
| Dr. Corinne Milburn | 91.20 |
| Dr. Helen Morten | 91.20 |

CENTER TRANSPORTATION

| | |
|---|---|
| University Airplane | 475.46 |
| University Fleet Car | 181.00 |

| | |
|---|---|
| CONFERENCE MEALS & FACILITIES | |
| Kirkwood Motor Inn | $1,284.46 |
| CONFERENCE MATERIALS | |
| All Combined | 345.92 |
| GRAND TOTAL | $7,578.23 |

TASK GROUP

FOR

AMERICAN INDIAN COMMUNITY EDUCATION DEVELOPMENT

One of the facets of Community Education development in the five-state region was establishing a task group to study the possibility of a Regional American Indian Community Education Center in the Northern Plains. Concerns to be addressed were feasibility for, interest in, and function of such a center. At this time three meetings of the task group have been held -- two in Bismarck during the Regional Conference and one in Rapid City in June. Invitations to be a part of the task group were sent to American Indian people in the five-state region. Total representation was not achieved but interest has been high and excellent dialogue has taken place. It was determined that those in attendance perceive a strong need for this type of effort, perhaps emanating from an existing institution thereby minimizing cost. The functions discussed are set forth in the minutes of the task group meetings. The group selected Mark Saint-Pierre from Deadwood, South Dakota as its chairperson. Presently, postage and duplicating costs as well as travel have been underwritten through the Mott Foundation grant to the Community Education Development Center at the University of South Dakota. A major concern discussed was funding for the proposed center and its activities. Strong concensus was reached in the discussion of involvement of the American Indian community colleges. Task Group members determined that centrally locating resource materials, production of media and materials, and dissemination of information were critical issues to be addressed.

Participants were excited about the meetings and felt that progress had been made. A key to the process is involving all groups in a networking focus to better use what is already in existence.

COMMUNITY EDUCATION
DEVELOPMENT CENTER
School of Education
(605) 677-5366/5368

The Community Education Development Center at the University of South Dakota has been working with Community Education development for American Indians for the past two years. A series of workshops have been held and this spring we will be having another Regional American Indian Community Education Conference in Bismarck on April 30 - May 1. Enclosed is a brochure explaining the conference.

Part of the process includes forming a Task Group to study the feasbility of having a Regional American Indian Community Education Center. We are asking two people from each of the five states in the region to serve on the Task Group. We will be having a luncheon at 12:00 noon at the Kirkwood Motor Inn on April 30 to explore the idea of the American Indian Community Education Center.

Please let me know as soon as possible if you are interested in serving on the Task Group and if you will be at the luncheon.

Thank you for your interest in American Indian Community Education.

Sincerely,

Dr. H. Morten
Center Director

HEM/jjg



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COMMUNITY EDUCATION
DEVELOPMENT CENTER
School of Education
(605) 677-5366/5368

DATE: May 12, 1981

TO: American Indian Task Group

FROM: Dr. Helen Morten

RE: Task Group Luncheon & Meeting

PRESENT: Maurice Twiss, Mark St. Pierre, Marlene Stout, Bob Burian, Lynn O'Donnell, Beth D'Atri, Robert Gramstad, Helen Morten, Corinne Milburn, Jack Sumner

Task Group Ideas

1. Established center primarily for leadership training out in the field and also by bringing into center. Need for competent personnel to moniter new leaders in the field. The secondary purpose is to develop materials, resources, etc.

2. Extend the region concept to include other states such as Iowa and Wyoming. Each state could contribute a nominal fee for center support. More concerned with idealogical linkage than geographic linkage.

3. Community college delivery system, when available.

4. Attitude and philsophy of state department toward Indian people and toward Community Education. Contact OIE to see who is funded for Title IV C.

5. Minnesota can fund someone to attend some planning meetings, three others could attend two or three meetings next year if given adequate planning time out of his own funds.

Brainstormed Ideas

Indian relationship with state agency.
Nucleus to serve as linking pin.
If appointed representative can't attend meeting send a substitute (second in command).
All state directors of Community Education and/or Indian Education should be involved.
Identify key persons.
Task group needs chairperson.
Primary delivery system could be Indian Community College system.
Secondary delivery system - Indian controlled schools.

Expand region to include Iowa and Wyoming.
Group should be non-political.
Serve as facilitative body.
Provide leadership.
Seek foundation and other support.
Should be futuristic oriented.
Should stress community development.
Utilize USD's Indian graduate list for resource persons.

The Task Group will meet again May 1, 1981 at 8:00 a.m.

DATE: May 1, 1981 (second meeting of the Task Group)

PRESENT: Loretta DeLong, Sandy Gourneau, Robert McLaughlin, Ben Carrington, Beth D'Atri, Robert Gramstad, Maurice Twiss, Bob Burian, Mark St. Pierre, Helen Morten, Corinne Milburn, G. David Massey, and Jasjit Minhas

Task Group reconvened. Mark St. Pierre, Lead, South Dakota, was elected chairperson. Attempted to identify persons or agencies from all states.

Iowa - State Indian desk; Region 7

Minnesota - State Department; University of Minnesota; Community Education Center (Tom Fish, College of St. Thomas); Center for Community Education (Don Spencer, Mankato State University)

Nebraska - Center for Community Education (Loren Bonneau, University of Nebraska); Marvin Buzzard; representatives from Sante and Winnebago

North Dakota - Center for Community Education (Bill Woods, North Dakota State University); David Gipp, United Tribes; Dave Massey, State Department; Art Ramon, Grand Forks

South Dakota - representatives from South Dakota Indian Education Association (SDIEA); Leann Tallbear

Wyoming - Scott Ratliff, Wyoming Community College, Riverton; State Department (Kjornas)

Each person was asked to develop a list of resources by the next meeting. Immediate goal is to get on agenda for fall meetings such as SDIEA and state education associations. Long range goal is to develop a film strip directing Community Education on the Indian reservations in the Region. Next meeting in Rapid City, South Dakota on June 1 & 2, 1981.

Minutes of June 1-2 Meeting of Regional Task Force on Indian Community Education
Meeting Location: Rapid City Travedlodge, Rapid City, South Dakota.
Task group members in attendance: Bob McLaughlin, Mark Saint-Pierre, Rose-Marie Davis, Dallas Chief Eagle, Sandy Gourneau, Dr. H. Morten, and Dr. C. Milburn.
Primary Purpose: to plan taking concrete steps to realize better community educational programming for Indian communities in the region.

Monday's considerations: to gain local tribal and community college support for the development of a Dakota Indian Community Education Consortium. Members of the task force liked the idea of forming a consortium of Dakota Indian community colleges, where the purpose of the consortium would be to provide community educational opportgvities in each college's locale.

Prospectus concerning formation of Dakota Indian Community Ed. (DICE) Consortium:

- Task force would seek to generate interest at and commitment from the community colleges in the Dakotas. Once membership for the consortium has been identified, task force would help in soliciting grant funds for staffing, travel and training needs related to the consortium's activities.

- Consortium would be comprised mostly from the Dakotas - but task force members felt it important to give non-Dakota community colleges' opportunity to join the consortium. The concern is that the consortium should be of manageable proportions, yet still it should be open to those committed to its concept.

- Consortium concept (as proposed in the prospectus presented at this meeting, and as will be proposed by task force members to AIHEC organizations for cousideration and possible modification): a Central Advisory Council would be formed, comprised of two representatives from each member community college. The Central Advisory Council would be the steering mechanism for consortium activities. There would also be a full-time Coordinating Staff. The staff would be responsible for monitoring and evaluating local programs at each college, disseminating news and research concerning consortium activities and good concepts for community ed programming, and for raising funds for the consortium and its members' programs. Further, each member college would have a full-time staffperson responsible for generating community ed activities in the environment of that college. This person would be considered a regular employee of that college and would be advised by a Local Advisory Board.

  The Central Advisory Council would create specific task forces responsible for researching and preparing recommendations to council concerning specific aspects related to the consortium and its efforts. Such task forces might research: the impact of introducing community ed into Indian colleges on those colleges' efforts to achieve accreditation; impact of community ed (CE) on college full-time enrollment count and PL 95-471 revenues; various methodologies that might prove effective by which Local Advisory Boards can better work with their community colleges to provide good CE activities; various methodologies that the Coordinating staff might want to adopt by which to improve the dissemination of news and good project concepts to members institutions; how best to approach agencies to solicit funds and support; etc.

- Amendment to prospectus concept: seek AIHEC support, blessing and possibly commitment for administration of the consortium project. There seemed to be Task Force concensus that AIHEC would be an excellent vehicle by which to implement the consortium, to generate individual college's participation or - at the very least - to help the consortium get going on its own.

Task Force Decision: to seek support from Indian community colleges in the region, from tribal chairpersons and leaders, and from the AIHEC organization. At this stage, task force members felt, the consortium concept is fairly flexible. In order to be realized, we will need the active commitment of many Indian organizations and leaders. To get this commitment, we should listen to and incorporate their suggestions.

Steps to be taken now: the task force considered how best to approach Indian colleges and AIHEC. It was decided, after discussion to prepare for making a comprehsnive yet succinct presentation of the consortium concept to the AIHEC Board members at their upcoming July meeting. The task force chose Mark St. Pierre (Chairman of the Task Force) and Rosie Davis (Academic Programs Coordinator at Turtle Mountain Community College) to make this presentation to the board.

- Prior to the AIHEC presentation: task force members will contact all Dakota Indian community colleges as well as key AIHEC staff and Board members. This is to familiarize them with the consortium concept, and so that they can help the AIHEC board to move more quickly in helping to realize formation of the consortium.

- Getting letters of support prior to AIHEC meeting: task force members will contact tribal leaders and other key Indian organization leaders in order to get letters of support to have on hand at the AIHEC meeting.

- At the presentation: the presentors will ask for Board members' permission to give workshops at each interested community college explaining the concepts of CE, of the need for a CE consortium, and to solicit the community colleges' participation actively in the consortium effort. The presentors also hope to suggest that AIHEC might want to consider coordinating this CE consortium effort itself. As task force members suggested at this meeting, AIHEC already has a staff and the system by which to coordinate collective Indian community college activities.

- After the Board presentation: with the direction and assistance of the AIHEC Board, the task force will coordinate providing such workshops at each interested community college. Hopefully, AIHEC will help the task force obtain funds to cover costs of putting on the workshops. One task force member suggested asking if we could utilize AIHEC technical assistance funds for this purpose. Another said we might also try asking the interested colleges to help with funding from their staff development training monies.

- After the workshops at the community colleges: the task force hopes to draft a grant proposal by which to fund the consortium for those institutions who want to commit themselves to CE goals.

Content of the AIHEC Presentation and College Workshops: before adjourning for the day, task force members discussed briefly what the presentation and workshops should convey.

Task force members felt the presentations should stress how the consortium and its assistance in providing CE guidance can help the community colleges. All present agreed that CE is definitely in line with traditional tribal ways of teaching in the community, and with the national Indian concern for real self-reliance. Community Education emphasizes the greater use of and appreciation for the wealth tribes have in their members' skills and knowledge. CE emphasizes making fuller use of these talents, while thus relying less on outside funding sources and federal programs for help.

In addition, task force members emphasized we should present some of the many ways in which CE can serve as a complement to conventional academic and vocational classroom training.

On Developing a Directory of Indian Resources: this was the final item of discussion for the day. Task force members brainstromed on what kinds of information would be valuable to Indian organizations and CE-interested individuals. Here is a partial listing:

Museums
Speakers Bureau - names of speakers, addresses, phone numbers
What is happening in Indian Country concerning: technology, curricula, spiritual activities, law, federal funding and programs
Schedules of upcoming conferences, pow wows, conventions, etc.
Lists of categories of skilled Indian persons: in law, education, consulting, counseling, curriculum development, youth and elderly programming, CE programming
Sites of Indian businesses: so that Indians can help them with partonage
Historical sites
Lists of Indian community colleges: what they're doing, who, where, etc.
Plus: a section describing innovative, good concepts for new programs & activities

Each task force member will seek to compile names, addresses, ideas and all and send these in to the Univ of South Dakota's Community Ed Development Center, which will put all the info together into a Directory and publish and distribute it out to Indian organizations and task force members. It will be put into a looseleaf binder format, so that the directory can be added onto and updated.

Homework to do for the Tuesday session: each task force member was encouraged to spend some of Monday night considering what kind of content should be put into the presentations both to the AIHEC Board and to the individual community colleges.

*** *** *** *** ***

Tuesday's considerations: how best to present CE consortium concept to AIHEC Board.

Proposed agenda for presentation:

First: compare CE with academic classroom training.

| Community Ed | Academic |
|---|---|
| fluid curriculum | standard curriculum |
| concern-oriented | degree-oriented |
| no grades or credit hrs. | grades and credit hrs. |
| directed by community | directed by credentialed specialists |
| active participation | passive participation by students |

Second: refer to how the conventional degree opportunities now provided at Indian community colleges often scares away those potential students who

have had painful experiences with formal education. Many are scared off by the prospect of being graded, and others by the fact they most conventional degree programs allow for little active participation on their part or for individualization to meet their unique personal concerns and intellectual curiosities.

Expected: when community colleges provide CE activities, those community members served by and involved in these activities may become curious about their community college. Hopefully, with their successful involvement in the more low-key, organic kinds of CE activities, they will gain familiarity with the college and feel more comfortable interacting with it and its staff. Thus: good promotion of the colleges and excellent recruitment method. As has happened at other both Indian and non-Indian community colleges that have provided CE activities, many who at first felt turned off by formal education, gradually got into GED and/or special services learning, and then finally into formal academic and vocational training programs.

Third: give briefly some examples of how CE can be applied to local concerns. Here the presentors, Ms. Davis and Mr. St. Pierre, will describe what types of activities are involved in the CE philosophy.

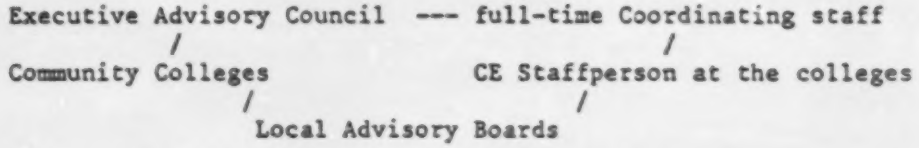
Fourth: show how CE activities will assist community colleges in developing curricula for academic and vocational training programs, curricula that will be much more closely relevant to local tribal needs. There are three stages in CE programming - and at each stage there is great opportunity for generating curricula for community college programs:

1) Identifying the concern/need/problem: the CE program works with community members to help them define their needs. These definitions can be the basis for courses or even entire degree programs concerning that need area.

2) Identifying available community resources: here the CE program helps the community identify its human and natural resources. These definitions again provide material for curriculum development.

3) Matching resources to needs - planning strategies: here the community is assisted in planning how to mobilize its own resources to meet its own self-prioritized needs. Again, helpful for curriculum development.

Fifth: Explain the basic structure of the consortium:


Executive Advisory Council --- full-time Coordinating staff
Community Colleges
CE Staffperson at the colleges
Local Advisory Boards

with the Univ. of S.D. providing training, modular instruction, etc. to staff, council and board members and to community college staff.

Sixth: review the benefits of membership for community colleges: leadership training by USD; news service put out by coordinating staff; sharing good methodology and program ideas; fundraising assistance for local CE endeavors; setting up a system to share skilled staff between community colleges.

Seventh: Working out with AIHEC the level of commitment and diversion of college resources to CE purposes: it may prove that the task force will be unable to find sufficient outside funding by which to pay salaries not only for the central coordinating staff and travel as well as the one full-time staffperson at each college. Therefore, AIHEC members may want to consider their ability to provide for the salary of a staffperson for their own institution. At this point in the presentation, task force members felt we should elaborate on the benefits of membership in the consortium:

- bringing in people to teach community development skills;
- helping the colleges become full-service;
- helping colleges to meet tribal needs;
- services provided by USD C.E. Development Center:
  - setting up system of sharing college staff with other colleges;
  - news service;
  - networking in general;
  - developing a cadre of trained presentors of CE concepts, projects, etc.;
  - providing research into curric. development and research about identifying community resources;
  - coordinating to help colleges meet accreditation standards with CE;
  - assistance in representing Indian communities and colleges' concerns to federal, state and philanthropic organizations.

Further Task Force Discussion: each task force member identified persons he or she would be contacting to gain pre-AIHEC-presentation support for the consortium idea. Again, mention was made of asking AIHEC for TA money to make the workshop presentations at each community college to gain support for the consortium.

*****Addendum to Minutes: The National Institute of Education's Contract Officer ~~Joyce Calloway and~~ their Programs Officer David Mack suggested we work with their "NIE Associate" in Planning Coordination and Analysis Dept. to try to get some NIE funding for the consortium effort through NIE's Unsolicited Proposal Program. The NIE Associate is Don Fisher (202-254-6868). The Contract and Programs Officers believe that we have an excellent project idea, that NIE would be interested in some kind of funding support, and that we would do well to find out what this year's NIE deadline for accepting and reviewing unsolicited proposals is. Bob McLaughlin of Fort Berthold Community College made the initial contact with NIE and believes that NIE would not fund the entire project - because this year's allocation for unsolicited proposals is not sufficient for all projected costs. Yet, they could help out.

So: Don Fisher of NIE is the person to contact to get the application forms and info on prospects for getting funding and at what grant level.

Meeting Adjourned: the meeting adjourned, with all participants happy about how much progress has been made toward realizing more CE activities for this region for American Indians.

Presented to the Task Group at the June 1-2, 1981 meeting in Rapid City.

# Prospectus on formation of the Dakota Indian Community Education Consortium

By Bob McLaughlin, Planner
Fort Berthold Community College
New Town, North Dakota

## Abstract

Community Education is the process of awakening a community to its previously unperceived wealth of human and material resources, resources which that community possesses, resources which it can mobilize in its own way to solve its own problems. Community Education is a methodology that includes: community meetings, the use of local craftspersons to provide for local training needs, the assessment by a community of its own needs and priorities, and the identification by a community of the resources and ways it can bring to bear on those locally defined needs. Community Education is also a philosophy that reminds us of the tremendous and largely untapped wealth of talent and concern every human being possesses. As we will see, this methodology and philosophy could be adopted by Indian community colleges with great success.

In this prospectus, I am proposing that Indian community colleges in North and South Dakota band together to form a consortium, whose primary goal will be to implement community education programs that enhance tribal economic self-sufficiency. Where one branch alone can be broken, many together can only be bent. This consortium could be comprised of one or two representatives from each community college's reservation, and could serve as both a united voice articulating Indian communities' concerns as well as a network for inter-college sharing of ideas and information about successful community education activities. This cooperative arrangement could also include the placement of one full-time Community Education Enabler at each of the nine Dakota Indian community colleges, who together would receive training from the University of South Dakota's Community Education Development Center in how best to facilitate community and tribal self-sufficiency efforts.

Indian nations are again going to be subjected to terrible pressures, such as have not been seen for a long time. The nations will have to be strong, and many believe community education (or something like it) is essential to maintaining this strength and courage of spirit and will.

I. Conventional "mainstream" education

Formal education in America is characterized by standardized tests, standard textbooks and course content, standard core requirements, centralized authority and control, competitive grading and passive student participation. The day to day reality of school is one of bored, restless students sitting in rows, facing the teacher for six or eight equal intervals of time during a day. Once an hour, herds of students are moved from box to box, from one disjointed "subject" to another.

School is where our children our raised, where they gain much of the sense of who they are, where they come either to trust or distrust themselves, their intellectual and aesthetic capabilities, their values and one another. School is where our children are raised. And this is a frightening fact.

As individual institutions, schools are for the most part only components in a vast system. The primary goal of these individual components is to perpetuate the system itself - the goal is not creativity, local self-determination, nor the fostering of self-respect in our children's hearts. Individual schools across the country show virtually identical curricula, teaching methods and standards for evaluating individual "performance." The power of such a system is that it can be applied to the processing of millions of young people every year. Its weakness is that it most often does not allow, and only rarely encourages, local variation to meet local needs.

In bi-cultural and multi-cultural environments, as with communities providing mainstream education to Indian children, the sameness of the system tends to suffocate those variations appropriate to unique local Indian customs and values. The schools furthermore present only mainstream role model or - perhaps worse - idealized, fictitious Indian role models. After eight hours of this a day, every day for nearly 300 days a year, our children come home to three to six hours of television each night. As with school, the role models on television are not even remotely relevant to the Indian child's world. Unlike television drama, problems in the real world are not likely to be solved in half-hour episodes; not with good guy-bad guy shoot-outs; not with tricky drama courtroom logic; still less with the products we are taught to want. Like television, our schools offer "solutions" that bear no clear relevance to the child's reality, the child's dreams, the child's nightmares.

64

Schools teach children, especially Indian children, to feel inadaquate.

Schools are teaching our children to measure the quality of their own personal worth against standards of analytical competence, the ability to analyze some facet of life without getting emotionally or morally or spiritually involved with it. Our children are taught to be objective, to be clever, to compete.

We must openly acknowledge the thorough insidiousness of this system of "education" if we, as Indian community educators, are to offer any kind of true alternative. As professional educators, we must recognize that we ourselves have been taught to function within this system and we must be prepared to re-examine our own unconscious assumptions as to what education "is all about." This is a difficult process, yet so many creative and heart-felt solutions to the problem of formal education are emerging through community educational projects that it is clear this re-examination is now taking place. Before discussing the potentialities of community education, we turn now to consider what the role of Indian community colleges has been and could be within the framework of formal education in America.

## II. Indian Community Colleges and the Pressures to Mainstream

Indian community colleges are a recent invention, and with few exceptions these institutions are in a highly formative stage. As with the institution of tribal governmental systems, the formation of community colleges has meant the grafting of mainstream methodologies (such as bureaucratic lines of authority, auditing procedures, policies and procedures, monitoring and evaluation reports, etc.) onto traditional tribal ways of life. Not only have Indian nations been compelled to adopt these methodologies, but they have been forced to use this kind of social apparatus by which to determine tribal futures. Tribal governments, in other words, have been compelled to adopt a centralized, "democratic" political system of decision-making knowing even as they just begin to catch on to the logic of the system that they must make sophisticated and highly complex political decisions through this unfamiliar system everyday. Compound this lack of familiarity with the mainstream political style, with the difficult value choices Indians must make in every major aspect of their life; then, add to this chaos the pressure of having to adjust all of the above to a franctic mainstream pace of daily crisis-solving - and it is incredible that tribal governments function at all. As with Indian self-government efforts, there are similar problems facing Indians seeking to establish their own higher educational agencies.

Following centuries of relocation, broken treaties, natural resources lost by corporate manipulation or trickery, and following the relentless years of pressure exerted to destroy the fabric of organic tribal economies - Indian tribes have now been compelled into a virtually total dependence on federal subsidy. This dependence on federal and corporate "good will" for tribal survival has meant that Indians have had to submit themselves to the standards that must be met to be eligible to receive federal and philanthropic grants. The essence of these various standards is that Indian institutions must be at least roughly mainstream in their organizational style if they are to be financially solvent. It appears that most Indian community colleges are now working out for themselves just how "mainstream" they can afford to be, while still providing educational opportunities relevant to tribal reservation and Indian urban life.

With the recent Presidential election, the U.S. has swung toward intense fiscal conservatism, and where federal subsidies to Indian and other minority concerns are unquestionably being threatened. As so often in the history of Indian peoples, again we are faced with the implied threat of having to "go mainstream - or else." Most Indian leaders seem to sense that we must use what few years of substantial federal support are left to us with which to build up the Indian capacity for real self-determination. Indian community colleges throughout the country are providing business management training, science education, basic skills and remedial instruction, tutoring and other academic and vocational skills opportunities. These individual, geographically isolated efforts represent aspects of an exciting movement. Indians <u>are</u> gaining proficience at managing complex organizations, meeting mainstream accountability standards, while providing meaningful services to Indian communities. This is an accomplishment that we as Indian educators should congratulate one another for. Yet, in the push to obtain institutional accreditation, federal grants, satisfy outside consultant evaluators and auditors, have our curricula satisfy mainstream curricular standards, we may be edging a little further away from traditional tribal concepts of lifelong learning than we ourselves feel comfortable about. We are being drawn into a dilemma: to survive through continued federal support, we will have to become more non-Indian in our educational methods and practices; but to do this will alienate these institutions from those they want to serve. The question poses itself: can we develop a style of education that matches timeless tribal values and customs, that relies little or not at all on outside funding and which enhances tribal self-determination The answer seems to be 'yes,' and it lies in what we perceive <u>wealth</u> to be.

III. Community Education: the Re-defining of 'Wealth'

For most of America, 'wealth' seems to be the capacity to command authority, produce large quantities of goods, earn large salaries, level mountains and deforest whole states. Personal wealth seems to include the educational degree one has obtained, the salary and fringe benefits one receives, the credit cards one is eligible for and so on. It is too easy to condemn this notion of wealth, for to some the notion is sacred while to others it is so ludicrous as scarcely to deserve critical attention. And yet - and yet, the images subtly and deeply imbedded in our minds, the images which embody this cruel notion of wealth, are remarkably powerful and seductive. Even the most courageous and dedicated 'reformers' can work all their lives against mainstream values, and still fail to step outside the assumptions of what wealth is. As educators, as "program developers," as individuals important to the destiny of our people, it is vitally important that we have awoken to the greatest source of wealth available to us: each other and ourselves.

For centuries, Indian tribes lived in rhythms that respected the ebb and flow of seasons and of years. The young learned from and heeded the advice of elders. A man or woman became a teacher of certain skills because he or she was so skillful; a man or woman became a leader because he or she understood what the time needed and the people needed. In contrast, today someone becomes an educator because of having obtained a 'degree, a leader because one campaigned successfully for votes. The system we have been compelled to operate in encourages the distancing of teachers and leaders from those taught and served - so that the one group of influential people has lost at least a little touch with those to whom they are responsible. In non-Indian communities, the split between "authorities" or "specialists" and the "general public" is so broad as to make a mockery of the concept of community. In Indian communities, there is extraordinarily still enough tremendous strength left of the old ways that the leaders and credentialed are more commonly in communication with their people. Yet, the images pounded into us by classrooms and television fantasies have encouraged us to leave leadership to leaders, teaching to educators. Into this complex bi-cultural fabric Community Educational projects have been introduced increasingly in recent years. And they hold a tremendous capacity for countering the elitism inherent in mainstream systems.

Where elitist managerial styles suggest the incapacity of non-specialists to cope with their own problems effectively, community education insists that we are our own solution. The basic methodology of community education goes roughly like this:

First: bring community members together to discuss what they perceive their needs and problems to be;

Then: assist community members in identifying what human and natural resources they have in their community which they might be able to utilize to meet one or more identified need;

Then: help the community to set up plans by which they can use mostly or exclusively their own resources to meet their own needs.

As economist Schumacher wrote in Small Is Beautiful, you can buy a man a fish so that for a day he will not be hungry. You can buy a man fishing equipment so that he can feed himself for life. Or, you can teach the man how to make the fishing equipment so that he and his community will not grow hungry. For the most part, higher education follows the first two approaches to teaching. Community education utilizes the third, and is compatible with the goal of tribal self-determination. Once community members have grasped what is really needed to assess community needs, identify community resources, and plan and implement community-based solutions, the outside educator's task is virtually completed.

While Indian community colleges have the trained specialists, persons more familiar with the practicies of needs assessments and program plans, their communities have the resources needed for using those skills. The most exciting aspect of this approach, in this person's view, is that those who have the opportunity to facilitate community education projects can enjoy seeing communities members joyfully awakening to their own wealth and strength. The overall methodology of community education can include short-term or long-term classroom instruction, accredited courses taught by local artisans and craftspersons, non-credit courses, workshops, building projects, or any of limitless other variations. The more ambitious a community becomes in the needs it attempts to address, the more it will need and want to involve those who have diverse skills. In other words, the more ambitious a project becomes, the more every community member is likely to become involved. Because such a methodology saves Indian community colleges from an excessive and dangerous reliance on outside funding, because it is wholly compatible with traditional Indian modes of teaching and learning, because it further discourages elitism, this general approach to higher education deserves careful attention by colleges.

Across the country, in Indian and non-Indian communities, people are indeed coming together to have more influence in determining the quality of their lives. Much has been accomplished, much has been written about these accomplishments, and many are forming regional networks to share their ideas, support and enthusiasm. What now follows in this prospectus is a tentative plan by which the nine community colleges of both North and South Dakota can come together to form a consortium of Indian institutions endeavoring to add community educational services to the other services they provide for their people.

IV. A Tentative Plan for a Dakota Indian Community Education Consortium

A. The Central Mission of the Consortium: to provide for the dissemination of information and research to member institutions, information concerning successful practices in community education which can be applied or adapted to local members' needs, in order that local community education activities enhance tribal efforts toward economic self-sufficiency.

B. Proposed Organizational Structure of the DICE Consortium:

1. The Executive Council: comprised of two representatives from each member institution, one of whom must be the Chief Executive Officer of the institution. The other representative from the member institution must be a staffperson from the member institution. In the event that a representative finds he or she cannot attend required Council meetings on a regular basis, the institution must submit a formal written request to the Council requesting that a specific alternate representative serve for the Council. The Council must approve of this replacement representative The Executive Council must meet at least once quarterly. There must be at least two-thirds of member representatives present for a quorum to be considered established, and two-thirds of the quorum must approve for any formal motion to be considered passed.

2. Executive Council Task Forces: these task forces are a vital element in the proposed overall plan for the DICE consortium. The purpose of task forces will be to perform in-depth research and consideration on specified aspects of DICE consortium efforts, and to report back to the full Executive Council on the results and recommendations arising from their research. Each Council Task Force must include at least two Executive Council members, and may include any non-representative persons as are useful to the purposes of the Task Force. Examples of task forces that might be formed, would be to perform research on:

- How to obtain outside, federal and non-federal funding for both the overall consortium and for member institutions' community education activities;
- How to provide college credit to community members participating in

community education activities. This Task Force might want to consider if the provision of college credit is possible, how it would affect Indian community college efforts to obtain full accreditation, how it would affect the colleges' full-time enrollment (FTE) count, and other related questions;

- How to improve the input of Local Advisory Boards (see below) into both member institutional and overall consortium community education efforts; and
- How to most effectively disseminate information to member institutions.

This Task Force might want to serve as advisor to the Central Coordinating Staff (see below) who will be involved at least part-time in the production and distribution of a monthly newsletter.

It is easy to see that any number of specific task forces might be developed. Their nature, scope of activities, the duration and frequency of their meetings, will all depend on the purpose for which they are established. Some task forces might be set up to deal with a specific issue, work on it for only a short time, and then make their final recommendation before the full Executive Council, after which that task force might simply disband.

3. Central Coordinating Staff: the number of persons serving as central coordinating staff will depend in large measure on the amount of grant funds the consortium is able to procure with which to establish itself. At least two full-time employees are recommended: the Coordinator and the Public Information and Development Officer. Between the two, and with the help of any additional staff, the central coordinating office will:

- Produce and distribute a monthly tabloid-format newsletter, to be distributed to all member institutions, appropriate federal and state agencies, interested educational institutions and community persons. It will provide descriptions of successful community education projects that either have been developed outisde the consortium and which could be adapted at one or more member institution's site, or of successful projects carried out by member institutions. Further, this newsletter will describe the activities and results generated by the Executive Council and its task forces. In addition, the newsletter will serve as a voice for the DICE consortium to those agencies the consortium

wishes to sensitize to consortium needs and goals.

- Provide for the ongoing administration of monitoring and evaluation activities for each member institution, for the Executive Council and for other aspects of the consortium which require evaluation and monitoring.

- In the area of funds development, the central coordinating staff will work with task forces, the Council and member institutions and will develop program plans and draft grant proposals which seek funds for consortium activity support, continuation and expansion.

4. Local Advisory Boards: each member institution will be advised by local boards, who shall consist of at least two tribal council members, two local high school/primary school teachers, two local Title IV coordinators, two local school officials and two community members. Any addition to this proposed required board membership is possible, and discretion should be encouraged so that the exact membership best reflects local needs and conditions. The purpose of these boards is to work closely with and in an advisory capacity to the one full-time staffperson at each member institution who works on facilitating local community education efforts (the Community Education Enabler). These advisory boards should meet at least quarterly, and member institutions may want to encourage at least monthly meetings. The primary purpose of these local advisory groups should be to keep the Enablers and other local community college staff keenly informed on community concerns and needs. Secondly, the boards should be able to serve as the core of a local networking process by which the community colleges and their Enablers can generate community interest, input and support. As with membership of the Executive Council, it is recommended that no change in local board membership be allowed unless a written request is made to the board, a suggested replacement is specified, and the board acts to approve of the change. This requirement is suggested so that attendance will be taken seriously. If a designated local or executive representative finds himself or herself regularly unable to attend, this will mean that the agency he or she represents will be without representation - because it will not be permitted for just anyone to fill in for the designated representative on a sloppy, ad hoc basis.

5. The Community Education Enablers: one full-time staffperson working within the structure of the member community colleges, will serve to cooperate with the local communities in developing needs assessments, identifying community resources, and in planning and implementing improvement strategies. This person is to be considered a regular employee, and as such would be subject to all the benefits and requisites of being an employee of that member institution. The Enablers" primary responsibilities are to the local community college and the college's reservation. On the other hand, the Enablers should maintain monthly reports to the central coordinating office, detailing the nature and progress of their activities. As suggested earlier, the Enablers at each community college will work closely with their local advisory boards to explain the concept and methodologies of community education, while working with the boards to extend the network of involved community members.

C. Training for Enablers, Coordinating Staff and Executive Council Members:

The University of South Dakota's Community Education Development Center has expressed a keen interest in being able to provide training for those individuals involved in the DICE consortium effort. The precise nature of this training has not been specified - but it might include: modular training of Enablers in specific skills such as how to train community members in performing their own needs assessments; summer graduate level training for Executive Council members in how to perform research, effectively disseminate information and promote their activities through public relations methodologies; summer and/or modular training for the central coordinating staff in how to draft grant proposals, run a community education news service, monotor local programs, etc. Additionally, the training might extend into working with local community members on site in any number of varied community self-sufficiency and self-determination skills. The possibilities are virtually limitless.

Further, the Community Education Development Center at U.S.D. could provide profound assistance to the overall consortium effort by keeping the Executive Council informed as to exciting project ideas being developed throughout the nation. As a higher educational institution involved in researching effective community education concepts, the Center can provide much in the way of 'technical assistance'.

D. Suggested - Developing linkages between DICE and other agencies:

The DICE consortium can become a powerful instrument for the articulation of Dakota Indian community concerns to a vast range of potential support agencies. Through the monthly newsletter and direct lobbying by the central coordinating staff, the DICE consortium might be able to work with:

- American Indian Higher Education Consortium;
- The Small Business Administration;
- The U.S. Office of Education;
- The North and South Dakota Governors and their offices;
- The state CETA offices; and so on.

Further, it would be valuable for the consortium to work closely with the North Dakota consortia of Indian community colleges working together already in the areas of Special Services and Vocational Education. These two consortium represent all the Indian community colleges in North Dakota, have been existence for up to three years now, have a good 'track record,' and could provide good advice on methods by which to help our DICE consortium function effectively.

V. The 'Bottom Line':

We are looking at an expensive venture. Here is a ballpark estimate of the kind of budget we could be looking at if the Regional Task Force on Indian Community Education decides to support the proposal plan outlined here:

| | |
|---|---|
| Travel for the Executive Council members to the quarterly meetings (2 per institution x 9 member institutions in the Dakotas) 18 persons x 4/year x $300 | $21,600.00 |
| 1 Full-time Central Coordinator | 18,000.00 |
| 1 F/T Public Information and Development Officer | 17,500.00 |
| 9 Local Community Education Enablers (@ $17,500 each) | 157,500.00 |
| Cost of producing and distributing monthly 16-page tabloid newsletter (roughly $3,000 per monthly issue) | 36,000.00 |
| SUB-TOTAL | $ 250,600.00 |
| Cost of training by U.S.D. Comm. Ed. Devel Center | ? |



74 TOTAL

TASK GROUP MEETING

Rapid City, S.D.

June 1 - 2, 1981

| | |
|---|---|
| **TASK GROUP MEMBER'S TRAVEL** | |
| Sandy Gourneau | $221.50 |
| Dallas Chief Eagle | 198.38 |
| Rose-Marie Davis | 21.50 |
| Mark Saint-Pierre | 47.99 |
| **CENTER PERSONNEL** | |
| Dr. Corinne Milburn | $ 37.19 |
| Dr. Helen Morten | 63.19 |
| **CENTER TRANSPORTATION** | |
| University Airplane | $394.69 |
| **MEETING FACILITIES** | |
| Rapid City Travelodge | $ 9.63 |
| **GRAND TOTAL** | $994.07 |

## SUMMARY, CONCLUSION, AND RECOMMENDATIONS

This is the conclusion of the second year that the Community Education Development Center at the University of South Dakota has been involved in the development of American Indian Community Education in the five-state region called (in the grant) the Northern Plains. The states involved are Minnesota, Montana, Nebraska, North Dakota, and South Dakota. Basically there were four parts to the process: identifying, advising, and training American Indian Graduate Fellows; programming and directing workshops in each of the five states; directing a Regional Conference; and organizing a Task Force on American Indian Community Education Development.

This has been an exciting part of the activities of the Center. Personnel have observed an increasing amount of interest in Community Education by American Indian people. They see it as a viable process to improve their communities and consequently the quality of life on reservations. They have accepted graciously the leadership imposed by non-Indians and have shared their experiences and resources willingly.

As to the "status of the art" of American Indian Community Education, there is a great deal of activity in all areas -- more perhaps than most Community Educators are aware. The process is unique as are the goals of local programs. When a community decides Community Education is feasible for the members, they make significant efforts to implement the basic concept as interpreted in their setting and suited to their needs.

In conclusion, Center personnel at the University of South Dakota recommend that concerted effort be made at the local, state, and national level to more actively involve American Indians in Community Education. Resource people should

be encouraged to share their expertise and models of development at regional, state, and national workshops and conventions. They should be involved in state Community Education associations and institutions of higher education should actively recruit American Indian students for graduate programs in Community Education. American Indian Community Colleges should be encouraged to recognize the valuable role they are capable of playing in implementing Community Education projects throughout the areas they serve. One arm of these institutions could serve in a community development function. At the same time their academic arm could be training educational leaders in the field of Community Education.

The possibilities in this particular area of Community Education are limited only by the creativity and imagination of Community Educators. Hopefully another two years will show the significant progress that has been achieved in these last two years.

# REGIONAL CONFERENCE
# FOR
# AMERICAN INDIAN COMMUNITY EDUCATION

**April 30 - May 1, 1981**
**Kirkwood Motor Inn**
**Bismarck, N.D.**

## T E N T A T I V E  A G E N D A

**Thursday, April 30, 1981**

12:00 noon Luncheon
Task Group on the American Indian Regional Community Education Center in the Northern Plains

5:30 - 6:30 Registration

6:30 Banquet
Presiding - Dr. Helen Morten, Director, Community Education Development Center, University of South Dakota, Vermillion, South Dakota

Greetings - Dr. Corinne Milburn, Assistant Director, Community Education Development Center, University of South Dakota, Vermillion, South Dakota

Address - **Understanding the Political Influences on Education**
Dr. Rick LaPointe, DIAL Program, University of South Dakota, Vermillion, South Dakota

Entertainment

- The slide-tape "Community Education and the Pine Ridge Indian Reservation" will be shown following the banquet -

. . . . . .

Support the effort to make Community Education a national force in education

Join NCEA
(National Community Education Association)



**Friday, May 1, 1981**

8:30 - 9:15 Coffee & Rolls

9:00 - 9:45 **Off-Reservation Vocational Training and the American Indian Family: A Residential Model**
Dr. Jim Davis, Dean of Education, United Tribes Educational Technical Center

Mr. David Gipp, Director, United Tribes Educational Technical Center

9:45 - 10:30 **Minimizing Costs and Maximizing Results in American Indian Education through the Community Education Process**
Mark St. Pierre, consultant on American Indian Community Education, Lead, South Dakota

10:30 - 10:45 Break

10:45 - 11:30 **Community Education and the American Indian in New Mexico,** Dr. Carolyn O'Donnell, Director, Community Education Center, New Mexico State University, Las Cruces, New Mexico

12:00 - 1:00 Luncheon

1:00 - 1:30 **A Montana Model**
Minerva Allen, Community Education Director, Hays, Montana

1:30 - 2:30 **The Community College Link**
Phyllis Howard, President, Fort Berthold Community College, Fort Berthold, North Dakota

2:00 - 2:30 **A Nebraska Model**
Harley Good Bear, Title VII Director, Winnebago, Nebraska

2:30 - 3:00 Discussion Period

Report of Task Group on American Indian Community Education Center for the Northern Plains

## COMMUNITY EDUCATION

Community Education is an educational concept that encompasses providing educational experiences during the entire lifespan of all individuals, total utilization of community resources - human, physical, and financial -identification of community wants, needs, and problems, and citizen participation in the decision-making process. The goal of Community Education is to improve the quality of life in communities and to help restore the sense of community.

The process necessitates a community institution acting in a leadership role of initiating and facilitating the process. Public schools, community colleges, educational and community groups are examples of agencies that might serve in this capacity. Community Education projects are as diverse as the communities in which they are found. They are designed by the people to fit their own unique needs.

**For further information contact**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in cooperation with
Centers for Community Education
at

College of St. Thomas, St. Paul, Minnesota
Dr. Thomas Fish, Director

University of Nebraska, Lincoln
Dr. Loren Bonneau, Director

North Dakota State University, Fargo
Dr. William Woods, Director

Montana State University, Bozeman
Dr. Gloria Gregg, Director



# REGIONAL CONFERENCE For AMERICAN INDIAN COMMUNITY EDUCATION

**Kirkwood Motor Inn**
**Bismarck, North Dakota**
**April 30 - May 1, 1981**

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